Education
MANITOBA

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Wholistic Education: A Message from the Minister

Aboriginal Education is a priority for Manitoba Education and Advanced Learning and the Province of Manitoba. A key philosophical feature of many Aboriginal peoples is the idea of wholistic education, which continues to be a central part of our ongoing partnerships with Aboriginal students, families, and educational partners.

From an Aboriginal perspective, wholistic education seeks to nurture the whole person—spiritually, emotionally, physically, and mentally—while frequently taking advantage of traditional teachings. The goal of wholistic education is to help all children and youth grow into healthy adults so that they may actively contribute to their communities. The circle and its four quadrants is a model for wholistic education by helping all young people find and nurture the gifts they possess to assume their rightful place in the community.

A wholistic approach to education is reflected in a number of current and new initiatives in Manitoba that are intended to strengthen the self-worth, confidence, and success of Aboriginal students. Through the department's *Building Student Success with Aboriginal Parents* program, a significant number of schools across the province work with Aboriginal parents in ways that enhance their involvement in their children's education, including their study of Aboriginal languages.

Manitoba Education and Advanced Learning's Aboriginal Academic Achievement Grant further supports schools and teachers with programming, connecting literacy and numeracy with cultural programming to target academic success. This work is further complemented through Treaty Education grounded by the department's partnership with the Manitoba First Nations Education Resource Centre (MFNERC) and the Treaty Relations Commission. Wholistic education is also incorporated in *A Journey from Cultural Awareness to Cultural Competency*, a four-day professional learning initiative to help teachers strengthen the integration of Aboriginal perspectives into the curriculum, instructional practices, and school activities.

More recently in support of Aboriginal Education, our government announced the grand opening of the Northern Technical Centre power mechanics shop and Frontier Collegiate Institute's (FCI) new dormitory. Located in Cranberry Portage, FCI gives families in northern areas access to high school programming not available within their communities. The dormitory facility will house 200 students, while the power mechanic shop will offer four bays and a classroom for fifteen students. Our government is committed to ensuring that all our young people in Manitoba are able to learn valuable skills to help them take advantage of the great opportunities our province offers.

Manitoba Education and Advanced Learning is also working with a variety of partners including the Winnipeg School Division, the Southern First Nations Network of Care, Mount Carmel Clinic, the Winnipeg Police Service, Manitoba Housing, Onashowewin, Child and Family Services, the Aboriginal Council of Winnipeg and Aboriginal Youth Opportunities to implement the Morningstar initiative at R.B. Russell Vocational High School.

Morningstar provides a continuum of readily accessible and responsive resources to the entire student population. These resources help increase attendance, student engagement, and high school completion. An integrated wraparound approach further provides approximately 30 high-risk students with strategic, multi-disciplinary interventions.

Working with our many partners and stakeholder organizations Manitoba Education and Advanced Learning will continue to build on an inclusive, wholistic path to Aboriginal Education and strengthen our efforts to help students succeed and thrive in schools and in their communities.

Peter Bjornson
Minister of Education and Advanced Learning

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Curriculum Update

Several projects are underway in the 2014/2015 school year to develop, revise, and implement new curricula for the Kindergarten to Grade 12 English Program and the Senior Years Technology Education Program.

The Instruction, Curriculum and Assessment Branch continues to provide workshops for curriculum implementation and related professional learning. Information about workshops is posted on the workshop registration system at <http://web16.gov.mb.ca/workshops>.

Kindergarten to Grade 12 English Program

Curriculum	Voluntary Implementation Dates	System-Wide Implementation Dates
English as an Additional Language (EAL)/ Literacy, Academics, and Language (LAL) Curriculum Framework: K–12	2013–2015	2015–2016
Dance 9–12	2013–2015	2015–2016
Drama 9–12	2013–2015	2015–2016
Music 9–12	2013–2015	2015–2016
Visual Arts 9–12	2013–2015	2015–2016
Cinema as a Witness to Modern History: 12	2013–2015	2015–2016
French: Communication and Culture: 4–12	2014–2015	2015–2016

Senior Years Technology Education Program

Curriculum	Voluntary Implementation Dates	System-Wide Implementation Dates
Aircraft Maintenance Technology: 9	2013–2014	2014–2015
Aircraft Maintenance Technology: 10–12*	2013–2016	2015–2017
Automotive Technology: 10–12*	2013–2015	2014–2016
Aviation and Aerospace Technologies: 9	2013–2014	2014–2015
Aviation and Aerospace Technology: 10–12*	2013–2016	2015–2017
Baking and Pastry Arts: 9	2013–2014	2014–2015
Baking and Pastry Arts: 10–12*	2013–2016	2015–2017
Carpentry: 10–12*	2013–2015	2014–2016
Collision Repair and Refinishing Technology: 9	2014–2015	2015–2016
Collision Repair and Refinishing Technology: 10–12*	2014–2017	2015–2018
Culinary Arts: 10–12*	2013–2015	2015–2017
Dental Assisting: 11	2013–2014	2014–2015
Dental Assisting: 12	2013–2015	2015–2016
Dental Technology: 11	2013–2014	2014–2015
Dental Technology: 12	2013–2015	2015–2016
Design Drafting: 10–12*	2013–2016	2014–2017
Electrical Trades Technology: 9	2014–2015	2015–2016
Electrical Trades Technology: 10–12*	2014–2017	2016–2018
Electronics Technology: 9	2014–2015	2015–2016
Electronics Technology: 10–12*	2014–2017	2016–2018
Esthetics (Skin Care Technology / Nail Technology): 9	2014–2015	2015–2016
Esthetics (Skin Care Technology / Nail Technology): 10–12*	2014–2017	2016–2018
Hairstyling: 10–12*	2013–2016	2014–2017
Heavy Duty Equipment Technician: 9	2013–2014	2014–2015
Heavy Duty Equipment Technician: 10–12*	2013–2017	2015–2017
Horticulture: 9	2013–2014	2014–2015
Horticulture: 10–12*	2013–2017	2015–2017
Jewellery and Metalsmithing: 9	2013–2014	2014–2015
Jewellery and Metalsmithing: 10–12*	2013–2017	2015–2017
Machining Technology: 9	2013–2014	2014–2015
Machining Technology: 10–12*	2013–2017	2015–2017
Plumbing and Pipe Trades: 9	2013–2014	2014–2015
Plumbing and Pipe Trades: 10–12*	2013–2017	2014–2017
Print Media: 10–12*	2013–2016	2014–2016
Refrigeration and Air Conditioning: 9	2013–2014	2014–2015
Refrigeration and Air Conditioning: 10–12*	2013–2016	2015–2017
Sustainable Energy 9–11*	2012–2013	2013–2014
Sustainable Energy 12	2013–2014	2014–2015
Welding Technology: 9	2013–2014	2014–2015
Welding Technology: 10–12*	2013–2016	2015–2017

* System-wide implementation to follow one grade at a time.

During voluntary implementation, teachers have the option of teaching the entire new draft curriculum as soon as Manitoba Education and Advanced Learning releases it on the Technology Education website at <www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html>.

Teachers may also teach the courses from the previous curriculum. Teachers who implement courses before system-wide implementation need to ensure that students who are already taking courses from the previous curriculum achieve all SLOs with a minimum of redundancy.

Under system-wide implementation, all teachers in Manitoba teach the new curriculum and use the new course codes. Teachers will no longer be able to use the previous course codes. Course codes are found in the *Subject Table Handbook: Technology Education* at <www.edu.gov.mb.ca/k12/docs/policy/sthte/index.html>.

New curriculum documents are posted online at <www.edu.gov.mb.ca/k12/cur/>. Some documents are also available in print form from the Manitoba Text Book Bureau (MTBB). For a list of compulsory curricula and stock numbers for ordering from the MTBB, refer to <www.edu.gov.mb.ca/k12/cur/csai.html>.

Treaty Education in Manitoba

By Linda Connor, Audrey North, and Greg Pruden

The Treaty Relations Commission of Manitoba (TRCM), in partnership with Manitoba Education and Advanced Learning, Aboriginal Affairs and Northern Development Canada, and Manitoba First Nations Education Resource Centre, is working to bring treaty education into Manitoba classrooms.

TRCM provides training to teachers, administrators, consultants, and educational leaders in over 800 First Nations and provincial schools in Manitoba. It has developed kits that are designed to increase the knowledge and understanding of treaties and the treaty relationship for all students in Manitoba. The treaty education kits include many French and English resources, including K to 12 teacher guides, hands-on material, charts, maps, timelines, books, and other relevant information to facilitate the infusion of treaty education into classroom teaching and learning. Educators must participate in two days of training in order to receive these valuable resources. To date, over 500 kits have been distributed.

This initiative is also supported by the Manitoba Teachers' Society, Manitoba Association of School Superintendents, Manitoba School Boards Association, Manitoba Education Research Network, Assembly of Manitoba Chiefs Council of Elders, and First Nation Education Directors.

The Crown and First Nations entered into 70 historic and 24 modern-day treaties that are currently acknowledged by the Canadian government. According to the TRCM website at <www.trcm.ca/treaties>, in the context of Canada and First Nations, "a treaty is a negotiated agreement that clearly spells out the rights, responsibilities and relationships of First Nations and the federal and provincial governments." Treaties benefit all Canadians, but they also require of both Canadians and First Nations certain responsibilities and obligations. The TRCM describes the treaties as fundamental building blocks of Canada, and states that they ensure the well-being of both parties to the agreements through economic and political means. The treaties also establish the long-standing peaceful coexistence between First Nations and the Crown.

This initiative will continue to support students' understanding of our shared history and relationships as Manitobans. More importantly, using words from the original treaties, the treaty education initiative will support our roles and responsibilities as a nation within a global community for "as long as the sun shines, the grass grows and the rivers flow."

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First Nations people from Gods Lake with the local commissioner and trader (1910). Reproduced from <www.eastsideroadauthority.mb.ca/photogallery-historic.html> under the terms of reproduction specified by the Provincial Archives of Manitoba.

Distance Learning—What's New?

The following new ISO courses are now available. Order a teacher reference copy today or register students in these courses.

- Grade 11 Pre-Calculus Mathematics
- Grade 12 Pre-Calculus Mathematics
- *Mathématiques au quotidien, 11e année*
- *Mathématiques au quotidien, 12e année*

For more information, contact the Distance Learning Unit
Telephone: 204-325-1700
or 1-800-465-9915
Email: distance.learning@gov.mb.ca
Website: www.edu.gov.mb.ca/k12/dl/iso/index.html

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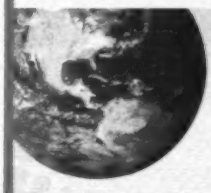


Manitoba Education
Library
Connecting Educators to a World of Resources
manitoba.ca/educationlibrary

Powers of the Circle

By Myra Laramee
Consultant, Aboriginal Education Directorate

A translation of Black Elk's words called "Powers of the Circle" describes how all things are governed by the circle: the seasons, the generations, the earth, and the sky. He describes how there is a circular flow in which all things move and how all things draw their energy from the Circle of Life. He also describes the quadrants of the circle and how energy flows from one to the other, creating a balance among all four realms.

Manitoba Education and Advanced Learning is dedicated to enhancing the learning environment by delivering a similarly balanced or "wholistic" education (see the Message from the Minister on the front page of this issue). Wholistic education seeks to nurture the whole person—the spiritual, emotional, physical, and mental realms—by using the traditional teachings that capture this understanding. Traditional education of children and youth was and is a community responsibility. By using the circle and its four quadrants as a model for wholistic education, educators can help children and youth grow into healthy, balanced adults who contribute positively to the community.

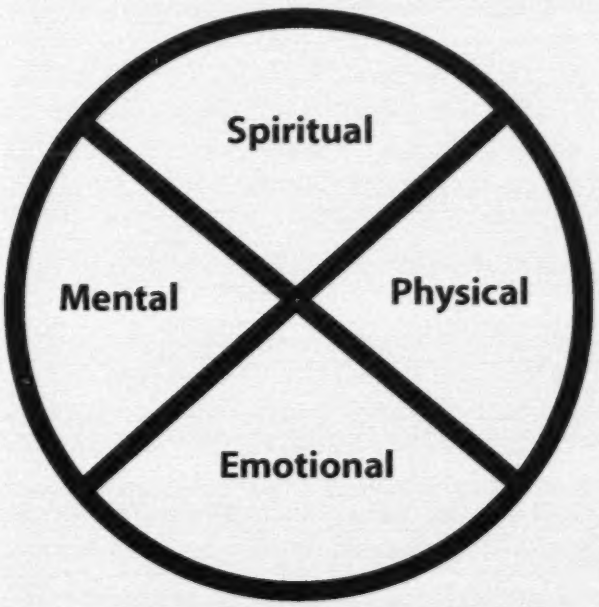
The Circle as a Graphic Organizer

The concept of "four" in the circle is often depicted in one of the following two ways:

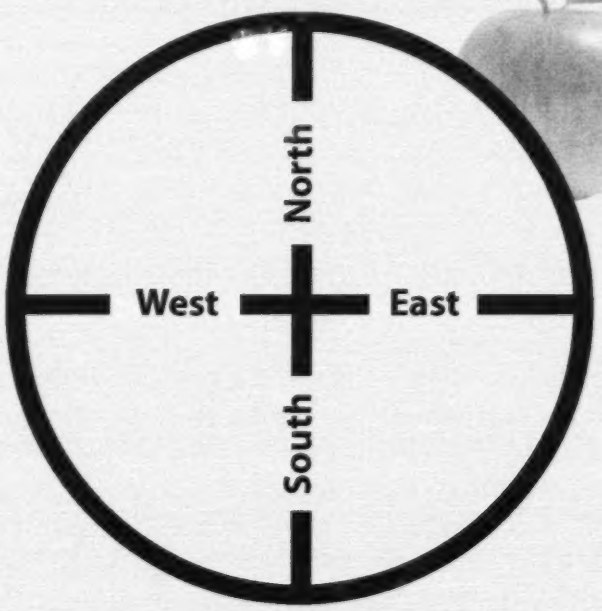
Either way, the circle is a graphic organizer that shows how each concept is connected and that there is a flow of energy from one to the other.

Spiritually, we create learning environments that connect students to the world, allowing them to build relationships with Mother Earth, their peers, mentors, and community. Teachers model the love for learning so that their students can develop a positive self-concept and learn the skills to connect with themselves, others, and the environment. Wholistic learning enables students to become compassionate and peaceful people. A strong sense of community is built when students are provided with a strong support system made of family and community members. When the support is there, students become respectful, compassionate, and empathetic, making their world a more peaceful place in which to live.

The emotional realm of the student requires teachers who are authentic and caring. Wholistic education must include teachers who are accepting of the whole person. The teaching strategies need to include experiential, spontaneous, and hands-on lessons that include input from the students themselves. As well, humour and laughter are effective strategies to help teachers connect with students to make them feel accepted and trusted. One of the traditional understandings of learning is that each and every piece of knowledge acquired in a person's learning journey has an emotional response, and therefore it is inevitable that students will be dealing with their emotions when engaged in Aboriginal education. Hence, as part of teaching to the emotional realm of the child, teachers must



This circle depicts the cardinal points of entry to the concepts housed within the powers of the circle.



This circle shows the four quadrants as open with many entrance points.

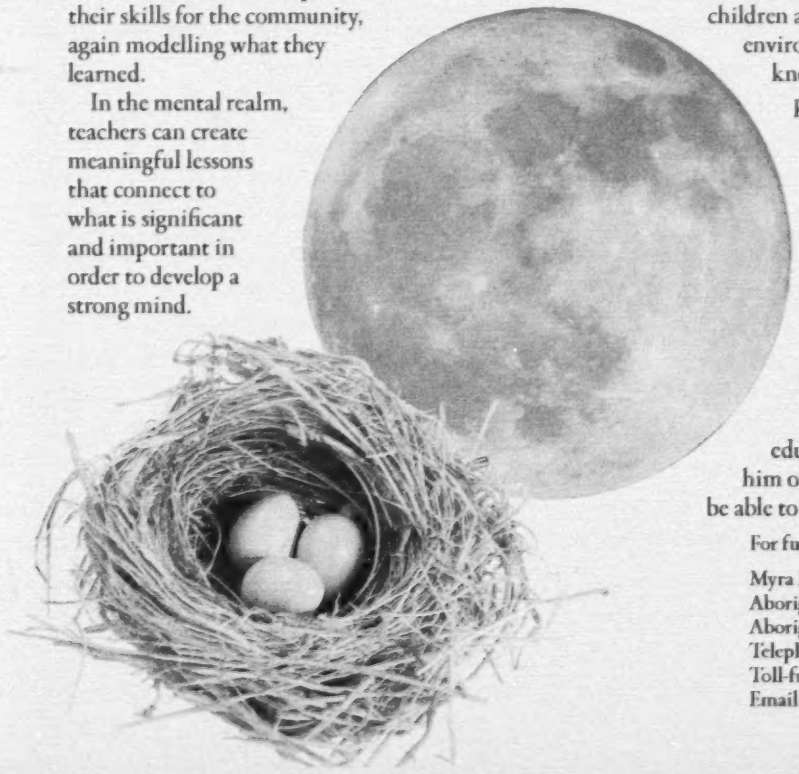
be willing to examine Aboriginal perspectives. Teachers are working on how to integrate Aboriginal perspectives by working through the *Journey from Cultural Awareness to Cultural Competency* learning kit, which includes a training manual, a DVD, and a variety of other resources. This resource is intended to provide professional learning to both new and experienced educators.

The physical realm includes teachings that are interactive and visual. Aboriginal teachings include role modelling so that students can become critical thinkers, observe life-based lessons, and develop insightful perspectives of the teachings and their environment. In traditional teachings, there are many opportunities for interaction with peers. The children are organized into pairs, triads, and small groups to develop skills for collaboration and working together. As well, students learn that they will often need the cooperation of others in order to get certain things done. In this way, they may grow up in the community to accept others and learn from each other. By learning how to work together, they nurture each other's gifts. Learners are given the chance to showcase and practise their skills for the community, again modelling what they learned.

In the mental realm, teachers can create meaningful lessons that connect to what is significant and important in order to develop a strong mind.

"You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles, and everything tries to be round. In the old days when we were a strong and happy people, all our power came to us from the sacred hoop of the nation, and as long as the hoop was unbroken, the people flourished. The flowering tree was the living center of the hoop, and the circle of the four quarters nourished it. The east gave peace and light, the south gave warmth, the west gave rain, and the north with its cold and mighty wind gave strength and endurance. This knowledge came to us from the outer world with our religion. Everything the Power of the World does is in a circle. The sky is round, and I have heard that the earth is round like a ball and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both are round. Even the seasons form a great circle in their changing , and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves. Our teepees were round like the nests of birds, and these were always set in a circle, the nation's hoop, a nest of many nests, where the Great Spirit meant for us to hatch our children."

— "Powers of the Circle"
by Black Elk in *Black Elk Speaks*, as recorded by John G. Nichardt



Activities are usually experiential and land-based, facilitating children and youth to learn how to thrive in their environment. Students learn to make connections to the knowledge and skills they acquire. By developing strong problem-solving skills, they are better prepared to become successful in the world.

Teachers must be willing to be strong role models to demonstrate respect so that students can learn how to build a healthy community within their classrooms. Observation is one of the strongest methods for learning, as is listening. Therefore, storytelling is one of the traditional techniques used to explain concepts, pass on intergenerational knowledge, and ensure that learners reach their full potential.

By using the circle as a model for wholistic education, educators can teach the whole child, enabling him or her to grow into a healthy, balanced adult who will be able to contribute positively to the community.

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Manitoba's Celebration of Excellence in Teaching—Minister's Awards

By Lynne Michaud
Consultant, Bureau de l'éducation française

Manitoba Education and Advanced Learning is pleased to announce the ninth annual Manitoba's Celebration of Excellence in Teaching—Minister's Awards. This is a celebration that honours Manitoba's outstanding educators by recognizing their exemplary contributions to opening students' minds and engaging our youth in lifelong learning.

Leading by example and by facilitating experiential learning, educators inspire and challenge students to become involved in their learning. They do so by providing students with opportunities to work and reflect collaboratively on their acquisition of new knowledge and skills in order to discover new connections to the world around them. Educators promote the study of issues, questions, and concepts among students through exploration and problem-solving tasks rather than teacher-delivered course content. They further foster student autonomy by activating students' initiative, imagination, and creativity, as well as by developing their research, discussion, analysis, and synthesis skills.

Manitoba Education and Advanced Learning therefore invites you to nominate an outstanding educator in your school environment in one of the following four categories:

Teaching Excellence

Open to educators who have completed at least two years of teaching in a Manitoba school

- One award is designated for an Early Years teacher (K–4), one for a Middle Years teacher (5–8), and one for a Senior Years teacher (9–12). If a nominee teaches or works with students at more than one level (e.g., physical education, music, resource, industrial arts, career counsellor/teacher or school counsellor), the evidence and examples on the nomination support forms must focus on the level for which the educator is nominated. The jury will look for evidence and examples that the educator demonstrates an exemplary professional practice and a contagious enthusiasm for learning.

Outstanding New Teacher

Open to new teachers with a maximum of two years teaching experience as of June 2014

- The jury will look for evidence and examples that the teacher is enthusiastic, dynamic, and inspires both students and colleagues.

Team Collaboration

Open to a maximum of three educators who spearhead a team initiative (K–12)

- The jury will look for evidence that the initiative is exceptional and that it demonstrates remarkable collaborative effort to foster student learning.

Outstanding School Leader

Open to principals and vice-principals

- The jury will look for evidence and examples that the administrator is able to incite passion, to inspire the best in people around her or him, and to mobilize teams to action.

Process and nomination forms (including selection criteria) are posted on the Minister's Awards website at <www.edu.gov.mb.ca/k12/excellence/>. For further information, contact Jeannette Aubin at 204-945-1902, toll-free at 1-800-282-8069, ext. 1902, or by email at <jeannette.aubin@gov.mb.ca>.

Through these awards, Manitoba Education and Advanced Learning has the opportunity to publicly recognize those educators who bring forth a love of learning and are committed to unleashing their students' full potential, inspiring them to become tomorrow's leaders.

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"It is extremely important to celebrate student learning and success. This award celebrates these successes, recognizing and affirming the dedication of all staff members who seek to provide excellent learning opportunities for all students. It is humbling and inspiring to be a recipient of such an award."

Moyra Vallelly, Principal, Southwood Elementary, Garden Valley School Division— Outstanding School Leader 2013–2014 award recipient

"Receiving Manitoba's Excellence in Teaching Senior Years Award allowed me to reflect on the team effort that is required to develop innovative programming for students. Nothing happens in isolation, and it is only with the support of the Department of Education, school division, school administration, and colleagues that ideas can take shape and be implemented in our schools."

Donald Nikkel, Industrial arts teacher, Lundar School, Lakeshore School Division—2013–2014 award recipient

MERN Manitoba Education Research Network www.mern.ca

Research Profile

Connecting research in education to policy and practice

Participatory Learning for Sustainability

By Laura Sims, Ph.D.

I believe that education and learning are paramount when trying to enable a change in values and attitudes towards sustainability. For me, education is hope. My research interests have always been driven by a deep commitment to the environment and social justice. Specifically, I am passionate about creating opportunities that enable learning for sustainability, especially in real-life contexts.

Although the particular contexts of my research change (e.g., from working with small-scale farmers in Central America to working with academics in Canada), the common theme has always been learning for sustainability. My work is qualitative and interdisciplinary. Overall, I seek to create effective learning forums where people come together to discuss community needs and the environment, whether they be in formal or non-formal educational contexts.

For my doctoral research (2003–2008), I took a participatory learning approach to planning and implementing a community-based strategic environmental assessment (CBSEA) of the *Instituto Costarricense de Electricidad's* (ICE) agro-conservation program with rural communities in two watersheds in Costa Rica. This approach to environmental assessment, which was considered innovative due to its focus on facilitating learning through meaningful public engagement, built local capacity, enabling a more sustainable management of natural resources. In the study, participants were engaged throughout the CBSEA process, from planning to implementing four highly interactive workshops that represent steps in a strategic environmental assessment. I then assessed the learning that occurred during this collaborative community-planning process. Instrumental learning results included

- learning about CBSEA and its role in program planning
- developing problem-solving skills related to assessing impacts and creating mitigation strategies
- effective group-working strategies
- technical information

Communicative learning outcomes included becoming more self-aware and appreciating environmental conservation and collaboration. ICE learned how to use a participatory methodology and reconsidered the communities' role in program planning. Findings contributed to understanding both the process of adult learning in cross-cultural contexts and the link between individual learning and social action.

With respect to ongoing research, I was involved with a CIDA project in Central America from 2007–2013 that aimed to promote a more rational use of pesticides and promote alternatives to conventional farming practices. Collaborating with Latin university colleagues, we integrated a participatory-learning approach during project planning processes and subsequently during outreach work with small-scale farmers in each country context.

My research looks at how implementing this participatory learning approach enabled sustainability-related learning outcomes with farmers and with Latin university collaborators. With both groups of participants, I focused on the importance of public participation in the CIDA project, particularly in decision-making processes, and this participation has enabled sustainability learning with regards to the level and quality of farmers' engagement in the project itself. Furthermore, I looked at how learning through public participation affects farming practices, farmers' perceptions of themselves with respect to the environment, and their engagement with their community.

In a Canadian context, I am still focusing on opportunities to enable learning for sustainability. I recently looked at what leading Canadian faculties of education are doing with regard to education for sustainable development (ESD). Higher education plays an important role in furthering ESD because of its impact on future and practicing teachers in the school systems. This study, which took place from 2011–2013, inquired into the current role of ESD in undergraduate and graduate teacher education programs at Canadian universities, with a particular focus on promising practices and initiatives toward a reorientation of teacher education for sustainability. The results of the study suggested the importance of experiential, inter-disciplinary, and inter-institutional learning, of problem-based learning around real-life issues with community and the natural environment, and of building partnerships with colleagues, students, and community organizations.

As academics, we are extremely fortunate to be able to pursue our research interests. For me, I love doing research. I love the adventure of field work, of meeting new people, and of working with small-scale farmers and university collaborators. Often, in the face of great resistance, the participants in my studies are incredibly dedicated and passionate about what they are doing, and I find them absolutely inspiring. I love the creative process of writing and of putting together ideas. Finally, in some small way, I hope that through this research focusing on learning for sustainability, I am able to contribute to theory and practice.

Profile — Laura Sims

Laura Sims, Ph.D. is an Associate Professor in the Faculty of Education, Université de Saint-Boniface, Winnipeg. She specializes in education for sustainability and community-based assessment processes. Laura taught high school for 10 years in Winnipeg and in the Dominican Republic. For three years she managed a Canadian International Development Agency environmental project in Central America.

Celebrating Diversity at AEW Community School

By Lorelei Bunkowsky
Former Principal of Arthur E. Wright School (Current Principal of Amber Trails Community School)

At Arthur E. Wright Community School (AEW), we believe that each child's story is unique. We recognize that children are on a personal learning journey on a path that is shared with others, sharing their similarities and differences. It is our responsibility to teach children to live in the world with each other.

AEW includes many students who are new to Canada. These students bring rich cultural identities, including diverse languages, traditions, and values, but they also bring different perspectives from their experiences as they forge a new identity in Canada.

The school can facilitate this process by weaving together the threads of many colours that represent the complexity of this diverse community. The stories of ALL of our families become part of a child's tapestry of identity and allow children to live their lives embracing difference. The children of AEW come together as a beautiful mix of humanity and their diversity is viewed as natural and a gift.

So what *are* our responsibilities as educators to children who are marginalized in society? What are our responsibilities to children who are privileged and have a position of power? These questions regarding equity in education are the reason why we are focusing on Aboriginal education as a priority at AEW.

As educators, we know that many Aboriginal children in Manitoba are in great need. Aboriginal students are kept on the margins by such factors as low graduation rates, high numbers of children in the care of Child and Family Services, the loss of their cultural identity, and the devastating effects of poverty. Aboriginal education is key for Aboriginal children to reclaim their identity.

We are educating children to stand up to racism, bigotry, hatred, and stereotypes, and to understand that power and privilege is inextricably linked to how socially just our world can be.

Furthermore, there are far too many stories of educated Canadians who did not have the opportunity to learn about Aboriginal knowledge in their K–12 experience. Canadian adults often have a limited view of the past and current history, treaties, treatment by our government over time, residential schools, and the many positive contributions of the First Peoples of Canada.

We do not want to perpetuate another generation of children who have this lack of information and who, in turn, grow up believing in half-truths and stereotypes. We chase an ideal whereby through understanding difference, greater equity can be a reality and potentially change societal values. In turn, we can change the world our children will inherit from us.

The AEW school community is deeply committed to teaching that moves students beyond tolerance and towards understanding. As a result, a diverse group of AEW children can be found attending Pow Wow club or Bhangra dance or pre-school family nights, sharing teachings, drumming, and food from different cultures.

Wherever we find ourselves as educators on this continuum, whether we dispute or embrace these ideas, we must recognize that this is not about our comfort level or even about our own personal beliefs. Teaching purposefully with these ideas at the forefront is our educational responsibility. We are educating children to stand up to racism, bigotry, hatred, and stereotypes, and to understand that power and privilege is inextricably linked to how socially just our world can be. That is the history we hope to create!

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The newsletter includes articles from the education community and from Manitoba Education and Advanced Learning. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/k12/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

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We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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